

ANNUAL REPORTS
OF THE
TOWN OFFICERS
OF
DUBLIN, N. H.,

FOR THE YEAR ENDING
MARCH 1, 1885.

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SIXTY-THIRD ANNUAL REPORT

OF THE

SCHOOL COMMITTEE OF DUBLIN, N. H.

March 1, 1885.

Dist.	Prudential Committees.	No. of Scholars.		School Money.
1,	James G. Piper,	27		\$151 66
2,	Charles L. Clarke,	23		144 03
3,	Charles F. Knight,	5		109 65
4,	Charles E. Abbott,	22		142 12
5,	William Farmer and Hattie P. Frost,	15		128 75
6,	Walter B. F. Rowe,	7	(From Harrisville \$48.91.) Valuation.	80 11
2,	Union Dist., Harrisville,	1	\$52 00	\$14 04
4,	“ “	3	57 70	14 80
5,	“ “	0	28 05	7 29
6,	“ Marlborough,	2	22 87	5 95
7,	“ “	1	6 15	1 60
		106		\$800 00

Number of children in town between the ages of 5 and 15,
as enumerated by the Selectmen April 1, 1885, 63.

DIVISION OF SCHOOL MONEY.

Residents of union districts out of town received school
money in proportion to their valuation. Three-fourths of

the remainder was divided equally among the six districts in town, calling No. 6 two-thirds of a district, and the remaining one-fourth according to the number of scholars in the several six districts.

Dist.	Teachers of first term.	Teachers of second term.
1,	Lizzie J. Willard,	Jessie H. Mason,
2,	Emma H. Piper,	Hattie L. Clarke,
3,	Mary L. Crowe,	Flora C. Farley,
4,	Agnes M. Stiles,	Agnes M. Stiles,
5.	Myra S. Howe,	{ Leora A. Simonds, { Fred M. Wiswall,
6,	Lizzie F. Howe,	Emma H. Piper.

In the following statements whatever relates particularly to the *first term* is the work of Mr. H. H. Piper, who was committee till October 5, 1885.

SPECIAL REPORTS.

DISTRICT I.

First term—The appearance of the school at the opening and closing examinations, together with reports from time to time during its progress, indicate a good degree of success. The instruction was faithful, energetic and thorough, and the pupils orderly in their deportment and devoted to their studies. Special points of merit were the quite remarkable proficiency of the beginners in arithmetic, interesting singing exercises, and the use by the advanced class in reading, of selections outside the text book from the best English authors. Some attention was paid to the sounds of the vowels and the use of the dictionary.

Second term—The deportment at the close was singularly proper and worthy of commendation. The reading was reasonably intelligent, but in some cases the signification of the mark of punctuation did not seem to be well understood. The invariable dropping of the voice at a comma is, in our opinion, part of a false style not endorsed by correct read-

ers. Three-fourths of the pupils attended to writing, and the specimens seen in the copy books and in books used by those who attended to book-keeping were eminently good, in some cases nearly perfect. The show in written mathematics proved much progress, many practical rules being well verified by board demonstrations. The geography might have been more brilliant. Physiology very good.

In our opinion the progress was considerably lessened by the frequent dramatic and other entertainments near by.

DISTRICT II.

First term—A few years ago this district had not enough scholars for a summer school; at present its prospects are of the brightest. Without experience in teaching, but with a heart in the work, and a determination to do well, the teacher laid the foundation of success from the first. She was fortunate, moreover, in receiving the co-operation of the parents, and in securing the confidence and good will of the scholars. Her mistakes were, in the main, discovered and corrected before the term closed.

The appearance at the final examination was creditable to the teacher and scholars, and gratifying to the quite large delegation of parents in attendance, whose testimony to the good results of the teacher's efforts was most hearty. The progress of beginners in the various branches was especially noteworthy. The energy of the school, the miscellaneous exercises, and the neatness and decorations of the room made a favorable impression upon those present.

Second term—During the first of the school the teacher found herself somewhat perplexed, and her efforts partially neutralized by a multiplicity of classes and a diversity of text books; but later she got the school well in hand, and at the close appeared mistress of the situation. At the final examination the exercises commenced promptly, and moved on with systematic energy.

In the various movements and positions required in the formation of classes, all were erect, quiet and graceful. No classes were called by the names of scholars, as "Sarah, your class now;" but by four strokes of the bell, two for advance, and two for retreat. The reading was fluent; history and geography excellent; grammar and arithmetic fair for the times; abstract physiology commendable, practical very good; writing most excellent. The judicious selections for declamation were worthily spoken. We had the pleasure of inspecting two numbers of a very good school paper, the only specimens we have seen in town the past year.

DISTRICT III.

First term—This district suffers from a lack of scholars. Only three attended during the term. The teacher possessed excellent scholarly qualifications, and, what was quite as important under the circumstances, the tact to make the most of her limited sphere. She patiently and faithfully drilled her juvenile trio where they seemed to need it most, and in a way to secure the best results; so the school moved quietly forward to a successful issue.

Second term—Four scholars belonged to the school; at the last examination only two were present—a boy six years old, and a girl of four years. Both appeared well, standing at the *head* of their respective classes. The reading, spelling and incidental exercises discovered in the teacher an ambition and ability worthy of a wider field.

DISTRICT IV.

First term—This was a good school, not without faults, but with far more numerous and greater excellencies. The right teacher here found her true sphere. She possessed the faculty of keeping the younger scholars, of which this district fortunately possesses a considerable number, interested

in profitable ways, and the whole school were made to feel that the schoolroom was a place for real enjoyment, but not for play ; for faithful study, but not for drudgery.

Quite a large number of proverbs were learned during the term, and repeated by the scholars at the closing examination. The writing books were particularly neat. The district are wise in securing the services of this teacher for several successive terms.

Second term—Much progress in all branches to which attention was given. There were many declamations of selections containing ennobling sentiment, which were rendered with appropriate energy and emphasis. The blackboard was extensively and effectually used. The writing books showed much proficiency, and this art was considered second in importance to no other but reading. The inculcation of good manners, the lack of which is always degrading, endowed the children with a pleasing address, which is ever a good word spoken in advance.

Fifteen pupils belonged to the school, and we are informed there are eleven other children in the district soon to be of school age. At present there is no necessity for consolidating or changing the management of this district.

DISTRICT V.

First term—Partook largely of the characteristics of the teacher—quiet, accurate painstaking. A most excellent standard was set for the school in the teacher's accurately pronounced and grammatical English.

The appearance at the final examination was in a garb of modest self reliance, fully warranted by the scholarly attainments of the pupils. There was quite remarkable proficiency among the younger mathematicians.

Second term—The first part of the term was taught by one more distinguished for requisite literary qualifications than for executive ability and courage, which are not always

to be determined by the evidence of an ordinary examination. From the first, it would seem, there was opposition to the ways and means the teacher had adopted for the improvement of all under her charge. Commendable individual efforts were made to harmonize, and restore to a healthy condition, the schoolroom influences. Notwithstanding, matters went on from bad to worse till the fifth week, when, finding she must sacrifice her peace of mind or give up the school, she announced her determination to abandon the situation; at which time she stated to your committee that, from the first, she had been constantly annoyed and harassed by the rude, discourteous deportment of the oldest boy in school, who was subsequently assisted and encouraged by a younger brother; that, with slight exceptions, the other scholars had conducted towards her in a "gentlemanly manner."

The remainder of the term was under the care of a student from Dartmouth college, and was more *progressive*. On the afternoon of the final inspection we noticed too much familiar intercourse among the scholars, which, in some cases, could not be excused on the plea that no other occupation was furnished.

DISTRICT VI.

First term—The final results, though possessing some elements of success, did not fulfil the promises of the first examination, nor meet the expectations based upon the teacher's qualifications. It is but just to state that for several weeks before the term closed, and perhaps during its entire progress, her physical condition in a great degree unfitted her for the efficient performance of her school duties. In view of the great importance of vigorous health and strength to a teacher assuming the duties for the first time, in pushing forward her successes and snatching victory from defeat, in the correction of her mistakes, any further

criticism would be unjust. At the close we found her evidently exerting herself beyond her strength. The presence of flowers and other attractions added to the interest of the occasion. Whether wise or not she certainly displayed good courage in not abandoning her post.

Second term—The courteous deportment of the scholars at once caught our attention, showing that effective effort had been bestowed upon this important matter. The order of exercises was sensibly systematic, and every step taken by the teacher set the school forward. It was pleasant to listen to the reading and declamations which were accurate and clear. Much progress in writing to which *all* the scholars attended. The elementary sound of the English language seemed to be familiar. Visitors to the school during the term and at the close give the teacher a good reputation.

THE SUMMER SCHOOLS.

It will be inferred from the special reports of the summer schools that in general they have been successful, and this we believe to be the fact. There have been mistakes and faults, to be sure, detracting somewhat from that perfect finish and full success which should always be the goal of our ambition; but they have been mistakes and faults of the times rather than of particular schools, and we prefer to mention them under a general head.

In several instances we noticed there was a lack of attention given to the use of pure and grammatical English, and to its accurate pronunciation. A love for one's native language, together with a desire to perpetuate it in its strength and beauty, should occupy in the teacher's thought a place second only to the inculcation of ideas of morality and religion. Bungling questions beget bungling answers. An inelegant diction often accompanies careless thinking.

Certain it is that the clear cut language of the teacher has a marked effect for good upon the language and thinking of the scholars. In her efforts to improve the diction of herself and scholars she will be thrown largely upon her own resources. She must learn to be "herself the judge, the jury, and the prisoner at the bar." Her two great helps must ever be the dictionary and the best English authors. Let a teacher carefully read a few of the best plays of Shakespeare, pausing over each difficult passage till it is mastered, and she will be able to note a marked improvement in her mastery of expression. Another lesser aid to the teacher will be the censorship from her older scholars. By this she will acquire the power to detect what might otherwise escape her notice, with the advantage of a tendency to establish a good feeling between herself and scholars, when her own numerous self-corrections become necessary. It seems proper to add what has so often appeared in former reports that the foundation of all effective instruction in the art of correct speaking must ever be a thorough understanding of the elementary sounds of our language, and the characters by which they are indicated.

It is an old-fashioned idea that physical culture and general appearance of a school, apart from recitation, are of much importance; but these are most truly elements of culture, and their neglect is a radical mistake. Without worrying scholars with too much strictness, the rule, during study hours, should be that the head must be erect, the shoulders back, the eye and ear attentive, the step elastic, and the line straight. In almost any form of pleasant physical training may be found a remedy for many of the bodily deformities with which so many scholars finally leave the school-room.

The interest of citizens in the schools has seemed to correspond too closely to the number of scholars. There has hardly been a solitary summer school which citizens visiting through a sense of duty, would not have left with an abun-

dant reward in pleasure and satisfaction. In our little country communities we must be inspired by nobler and more unselfish motives than actuated our forefathers, when nearly every home was affected for better or for worse by its full quota of girls and boys.

In some instances the schoolrooms were not *scrupulously* neat. There seems to be no good reason for allowing a schoolroom to remain in a condition which would put a teacher to the blush if repeated in her home when thrown open for the inspection of guests.

FALL OR WINTER SCHOOLS.

SCHOOL EXAMINATION.

When schools are under examination, teachers should commence with scholars in the rudiments of the various branches and proceed on up with each succeeding higher class to the conclusion by those most advanced. Such a system is in itself progressive, and tends to enlist the interest of all present by explaining and demonstrating the subject under consideration from beginning to end. The opposite course of beginning with the most advanced and working down to the beginners is like starting at the last chapter of a narrative, and reading it backwards to the title page.

PROMPTNESS.—Teachers should be precisely on time in giving the signal for order, and very exact in calling and dismissing classes. The slightest sufficient signal is the best. If the children are out at play, two strokes of the bell say “come now;” a continuous ringing says “come after awhile.” In calling classes the bell does well provided the teacher can be where it is when its use is required; but better a slight motion of the hand or a diminutive baton. There is no occasion for much ado. A visitor once passed a half-day in a certain “well kept” school, and was much

surprised by the exact, quiet, orderly manner in which the classes arose and walked to recitation. Not being able to discover the secret, at the close of the session he inquired of a little boy how the class knew when to rise and proceed. "Why," said he, "did you not see the master move his thumb?"

DICTIONARIES.—Years ago we knew of as many as twenty "Worcester's Comprehensive Dictionary" in one school; the past winter in some schools there were none, and in all only five. This change may be partly accounted for by the decreased number of scholars, but in the main it may as well be accepted as solid evidence of a waning interest in what was once our crowning glory,—first the Bible then the dictionary.

ENGLISH GRAMMAR does not receive the attention its importance demands. In fact we believe only a small minority of the teachers of the present day can fluently parse anything beyond very clear, simple sentences, and, of course, the stream does not rise higher than the fountain. On the other hand we admit that the past has developed in the present generation a more correct use of *spoken* language than formerly was the fashion. But to be entertained and improved by reading the best authors in English literature, and in order to write about even common things in a style at once correct, elegantly concise and free from superfluity, it is absolutely necessary to be able to apply the specific rules of grammar to the productions of such writers as Shakspeare, Milton and Young.

Grammar should be *practically* taught in connection with all the school exercises by critical attention to pronunciation, by requiring all answers to be given in complete grammatical sentences, by correcting whatever of false syntax the scholars are accustomed to use, &c., &c.; but *technical grammar* should be about the last of the fundamental branches introduced to the mind. No definite age can be prescribed. The late Prof. Page of the Normal School at Albany thought

it might appropriately follow a thorough understanding of COLBURN'S MENTAL ARITHMETIC, the "faultless book," which, within a few years, has drifted to the rear, and there now stands awaiting orders. We trust it will be immediately detailed for duty in the front rank. Not only as a stepping stone to *grammar*, but as well to make easy and successful the pursuit of *written* arithmetic in all its various forms.

SPELLING.—In relation to our school system what does it include? Simply the ability to know the orthographic formation of all such practical words as we are likely to use. Either of the two leading American-English dictionaries contains more than one hundred thousand words, a large majority of which we never use in writing or conversation, nor ever see in any other books. Shakspeare, in his plays and sonnets, used about fifteen thousand words; no other writer uses as many as ten thousand; a great majority do not exceed eight thousand. Conversation requires less than five thousand: The North American Spelling Book contains about ten thousand words, and the classification is such that the pronunciation and spelling of a very large number are acquired almost by intuition. Of the remainder, whole classes may be spelled by a careful reference to their etymology or derivation, to which the attention of the middle and higher classes should often be directed. Two or three of the more important "rules for spelling" will materially assist in words rendered peculiar by the use of silent letters and otherwise. So, it seems to us, the accomplishment of being able to spell the words we use dwindles to a task of narrow proportions requiring only a moderate effort and a limited amount of time.

Several attempts have been made to abolish the present system of spelling, and, as a substitute, introduce phonetic spelling, but with no material success. Many improvements, tending to perfect the present system, have been made within this century. And now the language is so firmly entrenched between the covers of Worcester's and Webster's

dictionaries that we deem it wise in all to recognize the situation and govern themselves accordingly. Scholars must learn to spell words as they now stand, for not yet has appeared so much as the dawn of that happy day when spelling shall become consistent with pronunciation, and he who would relax his efforts to become reasonably proficient in this important branch might be likened to a traveller who, coming to a swift river where there was no bridge upon which to cross, was found listlessly sitting upon the bank waiting for the stream to run by.

DEPARTMENT.—In the early autumn six books entitled “Lessons on Manners” were purchased by your first committee and a copy placed in the hands of each teacher, with one exception where the term was near its end. The book and suggestions of the committee were well received by the teachers, who all, some more than others, made special efforts to improve their schools in this respect. The result was, in most cases, very marked and gratifying. The change was so apparent as at once to arrest our attention. The cheerful obedience, the pleasant countenance, the appropriate tone of voice and quiet movement all conspired to confer upon the scholars individually and collectively a respectful and pleasing address. In view, then, of the lasting Christianly influences that may come from the pursuance of this, in some degree, new subject, let us strive to keep it constantly in the minds of those employed to teach.

We endorse with emphasis the sentiments expressed by your committee of last year in relation to the school registers now in use in the State of New Hampshire.

ROLL OF HONOR,

Including the names of pupils who have been present every half day of a term without being tardy :

No. 1.—Idella M. Fiske, Herbert L. Fiske, Bertie Fiske, Gertrude Proctor. Total, 4.

No. 2.—Eddie B. Clarke, Belle A. Clarke, Mary Robbe, Carl F. Baldwin, Mark E. Baldwin, Earl F. Baldwin, Ellen E. Spaulding, Josie A. Clukay. Total, 8.

No. 3.—Lester E. Knight. Total, 1.

No. 4.—Elmer H. Eaves, Alice M. Abbott, Fanny L. Abbott, Josie H. Abbott, F. Edson Moore, Clara L. Perry, Winnie D. Perry, Henrietta Perry, Edna M. Perry, J. Elmina Foote, Lura A. Eaves, Hannah M. Harrington, Eva A. Harrington. Total, 13.

No. 5.—Edwin S. Allison, Edna Fiske, Lucy Knowlton. Total, 3.

No. 6.—Mabel F. Rowe, Willie F. Rowe, Lilla M. Rowe, Frank E. Willard, Samuel S. Willard. Total, 5.

Respectfully submitted,

HENRY H. PIPER,

Supt. School Committee from March to Oct. 5, 1884,

HENRY C. PIPER,

Committee from Oct. 5, 1884, to March, 1885.

Dublin, March 1, 1885.

HIGH SCHOOL REPORT.

The services of Mr. E. F. Philbrick were again engaged for this school, but in consequence of impaired health, he was unable to perform the duties of teacher, and Mr. O. L. Manchester of the Junior class, Dartmouth college, took charge of the school. The order was excellent, instruction thorough and profitable. Those scholars present at the end of the term showed good improvement in the different branches taught. Reading received especial attention, with highly satisfactory results.

Since our town and village have become the resort of summer boarders, the difficulty of obtaining rooms, and the advanced price of board, lessens the number of scholars attending this school; but a more serious reason, we believe, why the seats in our high school room are not all occupied during the term, is a failure on the part of parents to appreciate the advantages here offered. Health, virtue and intelligence, are essential conditions of happiness and prosperity in any community. To neglect to give our children the opportunity of obtaining a good education, is doing them a wrong that cannot be repaired in after life.

The gift during the past year of a valuable telescope, by Gen. Crowninshield, for the benefit of this school, adds to the opportunities of obtaining useful knowledge, and shows the donor's continued interest in the cause of education.

WRITING SCHOOL.

Following the close of the high school, a successful term of writing school, of six days' duration was taught by Mr.

C. K. Mason of Marlboro'. This school was marked by decided improvement in writing, profitable exercises in reading, spelling, practical arithmetic, forms of notes, receipts, etc., and good order.

The expense of the writing school was paid as follows :

Income of Appleton fund, by trustees,	\$17 15
By High School committee, money received as tuition,	1 46
By School District No. 1,	3 89
By School District No. 5,	3 00
By J. Allison, conveying teacher to Marlboro',	1 50

Respectfully submitted,

JAMES ALLISON,
WARREN L. FISKE.

High School Committee.

Dublin, March 1, 1885.

STATISTICS. — FIRST TERM.

52.2	9	3	4	3	1	Weeks of School.	Number of Scholars.	Boys.	Girls.	Per cent. of Attendance.	Reading and Spelling.	Writing.	Arithmetic.	Grammar.	Geography.	Book-keeping.	Algebra.	History.	Composition.	Vocal Music.	Physiology.	Geometry.	Philosophy.	Tardiness.	Visits by S. S. Com.	Visits by Prud. Com.	Visits by Parents and Citizens.	Visits by others.	Wages per month, including board.	School Money per Scholar at the year.
8.8	11	8	10	10	6	11	10	8	10	.64	11	7	11	8	11		1	3	5			2	1	1	2	2	2	2	\$28.00	
8.8	10	16	16	12	6	14	14	11	3	.955	14	14	11	3	9		2		8				1	1	2	2	2	2	21.00	
8.8	16	3	18	6	2	3	2	1	1	.99	13	12	13	2	4		1	3	5			2		1	2	2	2	2	18.00	
9.8	10	6	10	10	8	10	10	8	11	.93	10	10	8	2	4		1	3	5			2		1	2	2	2	2	22.00	
8.8	11	5	6	6	4	11	7	11	11	.94	11	7	11	8	6		2		5				1	1	2	2	2	2	20.00	

SECOND TERM.

Districts.	Weeks of School.	Number of Scholars.	Boys.	Girls.	Per cent. of Attendance.	Reading and Spelling.	Writing.	Arithmetic.	Grammar.	Geography.	Book-keeping.	Algebra.	History.	Composition.	Vocal Music.	Physiology.	Geometry.	Philosophy.	Tardiness.	Visits by S. S. Com.	Visits by Prud. Com.	Visits by Parents and Citizens.	Visits by others.	Wages per month, including board.	School Money per Scholar, for the year.
1	8.6	12	6	6	.92	12	12	12	4	4	2	2	2	8		4	1		2	3	1	32		\$32.00	\$5.61
2	12	18	12	6	.90	12	11	11	2	8				3		2		1	2	3	1	21		28.00	6.26
3	8	4	1	3	.97	4	2	2	1				2	3		2			2	2	2	21		21.33	
4	10	15	3	12	.99	15	11	12	1	7		1		7					15	3		27		28.00	6.46
5	9.2	14	10	4	.93	14	11	11	2	6	1	2							5	2	1	10		30.00	8.58
6	9.8	15	9	6	.90	15	15	14	2	7									5	2				28.00	7.44
	57.6																		26	15	5	111			
																			20	12	2	130			
																			46	27	7	241			
Total of first term,																				Total for the year,					
Total weeks of school, for the year, 109.8.																									

TREASURER'S REPORT,

FOR THE YEAR ENDING MARCH 1, 1885.

Money in treasury March 1, 1884,	\$551 86
Rec'd of County, for support of paupers,	104 74
“ as interest on money loaned by treasurer,	3 66
“ of Selectmen, money received for sale of the “ Old Common,”	301 00
“ of Selectmen, money received for quitclaim deed of town house lot,	5 00
“ of David Townsend, for lot numbered thirty, in new part of cemetery,	8 00
“ of family of Charles E. Townsend, for lot numbered thirty-one in new part of cem- etery,	8 00
“ of Henry Gould, interest on taxes for 1881,	38
“ of State, Savings Bank tax.	1,253 28
“ also literary fund,	48 16
“ of Geo. W. Gleason, for rent of town house,	28 00
“ of town agents,	591 14
“ of collectors of taxes,	2,614 01
	<hr/>
	\$5,517 23

DISBURSEMENTS.

PAID FOR MISCELLANEOUS PURPOSES.

Granville B. Gilchrest, in full of all demands for extra labor and material for town house,	\$85 00
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Sentinel Printing Company, for printing reports,	\$16 00
Samuel Adams, Jr., for cash paid for blanks and blank books, and fee for entering petition for discontinuing highway,	3 70
Warren L. Fiske, for cash paid for school digests for school districts in town,	4 55
Walter J. Greenwood, in part of money appropriated for public library,	24 13
Warren L. Fiske, recording and returning copy of marriages, births and deaths, and for arranging treasurer's report for printing,	7 60
County Treasurer, county tax,	568 20
Joseph W. Powers, money paid for repairing hearse,	8 00
Oscar L. Manchester, teaching high school,	110 00
Achsah J. Wellman, supporting a public watering tub,	3 00
Walter J. Greenwood, in part of money appropriated for public library,	24 31
State Treasurer, state tax,	756 00
Alphonso B. Rayner, supporting a public watering tub,	3 00
Clifford Gowing, supporting a public watering tub,	3 00
Samuel Adams, Jr., postage, stationery and labor at town hall and at cemetery,	1 95
Dr. W. D. Chase, returning record of births and deaths,	75
Dr. J. H. Cutler, returning record of births and deaths,	25
George W. Gleason, care of town house,	20 00
George W. Gleason, wood, &c., furnished for town house,	21 20
Joseph W. Powers, labor in cemetery,	66
Warren L. Fiske, recording and returning record of marriages, births and deaths, and for postage, stationery and express,	6 10
Henry C. Piper, making out three deeds,	1 50

Charles J. Ellis, damage to sleigh, occurring on highway,	\$8 00
Dr. H. H. Smith, returning record of births and deaths,	2 75
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	\$1,679 65

PAID FOR BREAKING ROADS.

Alonzo J. Burpee,	\$13 84
Orison H. Moore,	13 92
Charles F. Knight,	8 08
Sumner J. Weston,	28 39
Frank E. Burpee,	29 84
Moses A. Brown,	21 52
Daniel G. Jones,	9 12
Henry Gould,	10 62
Henry C. Piper,	33 06
Samuel Adams, Jr.,	28 08
James Allison,	13 04
Charles S. Bryant,	11 84
Norris Allen,	3 52
John A. Upton,	19 68
Charles L. Clark, 2d,	14 88
Asa Knowlton,	2 88
Alfred C. Frost,	13 76
James A. Hannaford,	4 50
Charles W. Gowing,	6 69
Fred C. Gowing,	3 27
Charles P. Sweetser,	18 08
Alphonso B. Rayner,	20 72
William Farmer,	14 32
Charles E. Abbott,	18 16
Patrick Clukay,	7 32
George A. Gowing,	25 84
Estate of Thaddens Morse,	10 48
Edward E. Sargeant,	17 52

Charles H. F. Perry,	\$12 44
Rufus P. Pierce,	6 32
Charles M. Townsend,	16 36
	<hr/>
	\$458 09

PAID FOR REPAIRING HIGHWAYS AND BRIDGES.

Norris Allen, repairing highway,	\$0 24
Charles F. Knight, repairing highway,	10 73
Alphonso B. Rayner, repairing highway,	7 48
Moses A. Brown, repairing highway,	36 84
John A. Upton, repairing highway,	27 92
Orison H. Moore, repairing highway,	5 36
Henry C. Piper, repairing highway,	2 50
Moses A. Brown,	11 48
Also for railing highway,	18 38
Alfred C. Frost, repairing highways and bridges,	9 35
Warren L. Fiske, opening highway north of cemetery,	19 07
William Farmer, material and labor on highways and bridges,	52 55
Edward E. Sargeant, repairing highway,	18 96
William Farmer, repairing bridges,	3 81
Henry Gould, repairing highway,	7 56
Alfred C. Frost, repairing highway and bridge and railing same,	18 70
Charles M. Townsend, labor and material for highways and bridges,	9 38
Alphonso B. Rayner, labor and material, railing highway,	29 37
Moses A. Brown, labor and material, railing highway,	15 00
Charles F. Appleton, bridge plank,	9 40
Milton D. Mason, opening culvert, under highway,	33 75
Orison H. Moore, repairing highway,	1 92

James A. Hannaford, material and labor on highway,	\$3 64
Samuel Adams, Jr., material and labor, railing highway,	15 07
Warren L. Fiske, material and labor, railing highway,	22 87
Norris Allen, repairing highway,	32 49
Frank H. Weston, material and labor on highway,	11 99
Orison H. Moore, plank and stringers,	23 42
Charles W. Gowing, bridge plank,	71
Charles P. Sweetser, repairing highways,	6 56
Alphonzo B. Rayner, repairing highways,	2 72
William Farmer, repairing highways,	1 44
Alfred C. Frost, repairing highways,	3 68
Patrick Clukay, repairing highways,	6 99
John A. Upton, bridge plank,	2 62
Edward E. Sargeant, repairing highway,	64
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	\$484 57

PAID FOR WORKING NON-RESIDENT HIGHWAY TAXES.

Alphonso B. Rayner,	\$ 8 80
Moses A. Brown,	19 32
Charles F. Knight,	2 28
Alfred C. Frost,	2 76
Edward E. Sargeant,	5 09
William Farmer,	10 05
Henry Gould,	24 61
Charles M. Townsend,	3 77
Norris Allen,	10 78
Frank H. Weston,	8 98
Charles P. Sweetser,	3 51
Charles E. Abbott,	2 13
Patrick Clukay,	2 99

John A. Upton,	\$5 52
Charles H. F. Perry,	3 75
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	\$114 34

PAID AS SCHOOL DISTRICT TAXES.

Frank H. Weston in full for No.3, for the year 1884, \$35 61

PAID AS ABATEMENT OF TAXES.

Corydon Jones, Collector, 1882,	\$6 67
Corydon Jones, Collector, 1883,	5 20
Corydon Jones, Collector, 1884,	3 50
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	\$15 37
Paid for support of schools,	\$826 55
Paid on notes and interest,	\$517 18

PAID TOWN OFFICERS.

Corydon Jones, Collector, 1883,	\$50 00
Charles R. Fiske, Supervisor two years,	10 00
Charles F. Appleton, " " "	10 00
Corydon Jones, " " "	10 00
Charles W. Gowing, Auditor, 1884,	1 50
Walter J. Greenwood, " "	2 00
James G. Piper, " 1885,	2 00
Walter J. Greenwood, " "	1 50
Moses A. Brown, " "	1 50
Charles F. Appleton, " "	1 50
Henry H. Piper, Supt. School Committee from March 11 to October 5, 1884,	14 00
Henry C. Piper, Supt. School Committee from Octo- ber 5, 1884, to March 1, 1885,	16 00
Joseph W. Powers, Sexton,	18 00
Corydon Jones, Collector, 1884,	30 00
James Allison, Agent,	10 00
Henry D. Learned, Agent,	15 00

Charles W. Gowing, Agent of trustees of Appleton fund,	\$1 00
Warren L. Fiske, Town Clerk,	12 00
Warren L. Fiske, Town Treasurer,	26 00
Samuel Adams, Jr., Selectman,	49 00
Orison H. Moore, “	36 00
Henry C. Piper, “	39 50
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	\$356 50

RECAPITULATION.

TREASURER,	DR.
To money in treasury March 1, 1884,	\$ 551 86
Money received from miscellaneous sources,	1,760 22
“ “ “ town agents,	591 14
“ “ “ collectors of taxes,	2,614 01
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	\$5,517 23

TREASURER,	CR.
Paid for miscellaneous purposes,	\$1,679 65
breaking roads,	458 09
highways and bridges,	484 57
non-resident highway taxes,	114 34
abatement of taxes,	15 37
school district taxes,	35 61
notes and interest,	517 18
support of schools,	826 55
town officers,	356 50
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	\$4,487 86
Cash balance in treasury,	1,029 37
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	\$5,517 23

WARREN L. FISKE, *Treasurer.*

We, the undersigned, have examined the foregoing accounts of the Treasurer, find them correctly cast and properly vouched.

MOSES A. BROWN,
CHARLES F. APPLETON,

Auditors.

Dublin, Feb. 28, 1885.

ANNUAL REPORT OF THE SELECTMEN

FOR THE YEAR ENDING MARCH 1, 1885.

LIABILITIES.

Notes held against the town,	\$ 980 00
Estimated expenses for the coming year,	4,000 00
Total,	<u>\$4,980 00</u>

ASSETS.

Outstanding taxes for 1882,	\$ 29 51
Outstanding taxes for 1884.	43 48
Income of school funds (estimated),	600 00
Savings bank tax,	1,250 00
Cash on hand,	<u>1,029 37</u>
	\$2,952 36
Sum recommended to be raised,	\$2,000 00
Sum recommended for highway tax,	\$700 00
It is recommended that the town appropriate for support of common schools,	\$800 00
For support of high school.	\$100 00

Respectfully submitted,

SAMUEL ADAMS, JR.,

ORISON H. MOORE,

HENRY C. PIPER,

Selectmen of Dublin.

